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ABSTRACT

Review surveys have been developed to elicit information about the perceived appropriateness of many aspects of the teacher's role and also about the level of teacher performance in that role. Surveys were developed for elementary school, secondary school, and private school teachers. The three surveys are basically the same, but the survey for the private school teacher has been expanded to include a section on the teacher in Catholic education. Each survey form is divided into two parts: part A seeks general information about the respondent, and part B is divided into several subsections, each of which lists a set of expectations about a particular aspect of the teacher's role in the classroom, the school, outside of school, and as a professional. The survey for teachers in Catholic education concentrates on the teacher's commitment to the faith in the context of teaching duties. A user's guide provides an overview of the surveys, instructions on administering them, a description of survey items, a checklist for the review process, and suggested methods of revising the surveys if necessary. Copies of the surveys are included in the report. (JD)

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Volume 4, Number 3
1983

Role Review Surveys: Public, Separate and Secondary School Teachers

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Role Review Surveys: Public, Separate and Secondary School Teachers

David J. Ducharme
John E. Davis

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ABSTRACT

This research has produced a new set of role review instruments which have been designed to be used by school boards who are co-operating with the Ontario Ministry of Education in the Co-operative Evaluation and Development of School Systems (CEDSS) process. The objectives specified in this contract for revising the teacher-role review instruments were:

1. to revise the teacher-role review guides for the CEDSS instruments, to provide reliable information about the achievement of provincial and local goals, and to collect information which will be useful for more effective decision-making by:

   - compiling from the acts and regulations a list of formal expectations held for teachers;

   - surveying rating forms developed by professional organizations such as OFT, OSSTF, OPSMTF, OAEAO for their members' use;

   - contacting a sample of school boards for copies of their evaluative procedures for administrative personnel;

   - determining, from data collected, the teacher role behaviours most relevant to the Ontario school system;

2. to prepare a draft version of a teacher-role review guide to be circulated to user groups as a first step in a series of refinement and validation exercises which will culminate in the production of a prototype instrument for field-testing;

3. to prepare a draft version of the instrument by December 31, 1981, for pilot-testing in January - March 1982;

4. to develop a user's guide to the survey which will include instructions about alternative and additional methods of obtaining role review information and directions for interpreting data; and

5. to provide a report to the Minister on the results of these studies.

As detailed in the contract, the process used to develop the survey instruments involved several steps: first, statements of roles were collected from various sources and draft versions of the instruments prepared. These draft versions were then gradually refined through a series of field tests. The prototype instruments thus produced were validated in a province-wide exercise involving the Federation of Women Teachers' Association of Ontario, the Ontario English Catholic Teachers' Association, the Ontario Public School Men Teachers' Federation, and the Ontario Secondary School Teachers' Federation. Various supervisory officials and principals also participated in the study.

Each role review survey examines several aspects of an incumbent's role. These aspects are included under the following headings:

- "The Teacher and the Classroom"
- "The Teacher and the School"
- "The Teacher Beyond the School"
- "The Teacher as a Professional"

For teachers in Roman Catholic separate school systems, a further category has been added - "The Teacher and Catholic Education".

To facilitate the use of the role surveys, a user's guide has been developed. The guide provides a checklist of steps to be followed when using the role review surveys. It also contains suggestions for alternative and supplementary methods of data collection. In conclusion, it suggests a format which may be used in writing a role review report.

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Many teachers, principals, and supervisory officers were involved in the development of these teacher-role review surveys. We would like to express our appreciation to them and to the various professional groups who helped with the project and enabled us to contact their members. Among these organizations were the Federation of Women Teachers' Association of Ontario, the Ontario English Catholic Teachers' Association, the Ontario Public School Men Teachers' Federation, and the Ontario Secondary School Teachers' Federation.

We are also grateful for the helpful assistance of Gail Litt and for the efficient manner in which Betty Berner and Tillie Helm exercised their secretarial skills in bringing this document to its final form. Their assistance has been invaluable.

David Ducharme

John Davis

SECTION 1

Introduction and Methodology

INTRODUCTION

To assist school systems which are participating in the Co-operative Evaluation and Development of School Systems (CEDSS) process, the Ontario Ministry of Education has provided a package of survey forms which may be used in gathering data from persons occupying various roles within the system. Several of the surveys have been revised, including the Program Review Surveys and User's Guide for Elementary and Secondary Schools in 1980 and the Role Review Surveys: Principal and Superintendent of Schools in 1981. The present survey is the third in which the authors have collaborated.

This report describes how the role review surveys were developed for elementary, separate, and secondary school teachers. Included in the report is a user's guide to the surveys which provides instructions for the use of the instruements. It also includes information about alternative or supplementary methods of data collection and suggests how the instruments may be modified to orient them more specifically to the system in which they are being used. A further section of the guide offers suggestions for writing a report using data collected from the surveys. Much of this information repeats that given in the guide which accompanies the role review surveys for principals and superintendents. The Ministry of Education's new CEDSS manual[1] addresses the matter of data collection in considerable detail and is a valuable reference.

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1. Co-operative Evaluation and Development of School Systems: A Manual for Implementation (Toronto: Ministry of Education, Ontario, 1981).

METHODOLOGY

In the first role review survey[2] we observed that earlier CEDSS programs had been criticized for the following reasons:

- A lot of the material generated by the reviews was too general and too theoretical and difficult to translate into practice.
- Much of the information obtained was unfocused.
- The reviews were seldom directed towards specific goals and objectives.

Accordingly, we recommended that the purpose of the CEDSS process in a school system be well defined; that it be clearly communicated throughout the system; and that the questionnaires or survey forms used in the process be revised, where necessary, to bring them into line with the overall goals of the CEDSS process. In keeping with the form of other role review instruments, the present surveys were designed to be short and easy to complete and to interpret. Feedback from those involved in their pilot-testing tends to confirm that the objectives of clarity and concision have been met.

The statements about teachers' roles found in the survey forms were drawn from three main sources. The first of these includes such Ministry of Education documents as the Education Act, Ontario Regulation 704/78, Circular H.S.1. 1979-81, and The Formative Years. Further information was obtained from the Ontario Teachers' Federation, the Ontario Secondary Teachers' Federation, the Federation of Women Teachers' of Ontario, the Ontario Public School Men Teachers'

2. John E. Davis and David J. Ducharme, Role Review Surveys: Principal and Superintendent of Schools (Toronto: Ministry of Education, Ontario, June 1981).

Federation, the Ontario English Catholic Teachers' Associatio, the Ontario Association of Education Administration Officials, the Ontario Secondary School Headmasters' Council, the Ontario Catholic Supervisory Officers' Organization, and a number of Ontario school boards. Another CEDSS publication, by Robert Knoop,[3] also provided useful information. Finally, a computer literature search for other role review studies was conducted by the reference service at the Ontario Institute for Studies in Education (R. W. B. Jackson Library).

The process by which the survey forms were developed involved the construction of draft documents which were gradually revised and refined. Teachers in Brant, Waterloo, and Wellington counties assisted in the early process of pilot-testing and revision, while teachers all across Ontario co-operated in a later validation process. Various superintendents and principals also participated.

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3. Robert Knoop, An Inventory of Competency Statements for Teachers, Principals, and Superintendents (Toronto: Ministry of Education, Ontario, September 1979).

SECTION 2

User's Guide to the Role
Review Surveys

The role review surveys for public, separate, and secondary teachers have been designed to elicit information from respondents about the perceived appropriateness of many aspects of the teacher role and also about the level of performance of teachers in that role. The three surveys are basically the same, but the survey for the separate school teacher has been expanded to include a section on the teacher and Catholic education.

The user's guide is divided into four parts. Part 1 describes the surveys and how they may be used most advantageously in their present form. Part 2 suggests some methods for revision of the surveys for their more specific application to the individual school systems. Part 3 discusses alternative or supplementary procedures for gathering data. Part 4 provides some suggestions for writing a role review report.

PART 1: USE OF THE ROLE REVIEW SURVEYS[1]

Basis for Construction of the Surveys

The role review surveys have been based upon the classical definition of "role" as:

> the structural or normative elements defining the behaviour expected by role incumbents or actors, that is, their mutual rights and obligations. In this sense, it is what is supposed to be done in order to carry out the purposes of the system rather than what is actually done that defines the institutional role.[2]

Roles, then, are defined in terms of expectations which, in turn, define what an actor should or should not do. Some of these expectations are mandatory; others are discretionary. In school systems, the Education Act and regulations have codified for teachers most of the mandatory expectations held for them under the title of "Duties". Teachers' federations and associations and local school boards may also codify certain expectations for the behaviour of their teachers. Other equally powerful sets of expectations exist, however, which have not been formally documented. These vary from school to

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1. The majority of the material in this section of the report duplicates that found in two previous CEDSS documents: John E. Davis, Program Review Surveys and User's Guide for Elementary and Secondary Schools (Toronto: Ministry of Education, Ontario, May 1980) and John E. Davis and David J. Ducharme, Role Review Surveys: Principal and Superintendent of Schools (Toronto: Ministry of Education, Ontario, June 1981).

2. Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process (New York: Harper and Row, 1968).

school and from system to system. For example, the expectations held for public school and separate school teachers are sufficiently diverse that a version of the teacher-role review survey was created for each group.

The three surveys included in this report incorporate sets of expectations held by the Ministry of Education, teachers' federations, and local school boards.

Organization of the Surveys

Each survey form is divided into two parts. Part A elicits general information about the respondent. Part B is divided into several subsections, each of which lists a set of expectations about a particular aspect of the teacher's role. The subsections are:

- "The Teacher and the Classroom"
- "The Teacher and the School"
- "The Teacher Beyond the School"
- "The Teacher as a Professional"

For teachers in Roman Catholic separate school systems, a further category has been added - "The Teacher and Catholic Education".

For each item in the survey, respondents are asked to rate the appropriateness of the aspect of the role being described as highly appropriate, somewhat appropriate, or not appropriate, and to rate the performance of the role incumbent on that aspect on a three-point scale - high, moderate, or low or no performance. At the end of the form, space is provided for comments upon any aspect of the teacher's role not covered in the survey.

Numerals in the column at the right of each page of the survey form are used in computer-processing of the data.

Using the Surveys: An Overview.

The surveys have been designed to review many aspects of the teacher's role. Each role statement was found to be clear and relevant by at least 85 per cent of the over five hundred teachers, supervisory officials, and principals across Ontario who participated in the validation of the prototype versions of the forms. Consequently, any system which decides to use the surveys in their present format can be reasonably certain that they are valid review instruments. However, the person or persons responsible for conducting the role reviews should examine the surveys carefully to ensure that the information elicited by each item is necessary and useful. Items can be deleted, or reworded, and new items may be added; however, revised or new role descriptions should be pilot-tested with a small, representative group of teachers to determine the clarity and relevance of the descriptions.

Respondents. Several categories of respondents may participate in a role review of teachers, depending upon the purpose of the review. If the purpose is purely one of self-evaluation, then only teachers need complete the surveys. If, on the other hand, a more extensive review is desired, responses may be requested from other groups who work with teachers, such as principals and superintendents.

Responses. It is possible that some teachers will be unfamiliar with some of the role descriptions used in the survey forms. Accordingly, each question contains a "Don't Know" response category. Also, pilot tests of the instruments have shown that a small percentage of teachers consistently rate some of the role descriptions as "Not Appropriate" (even though they may describe formal, legal teaching duties outlined in the Education Act and regulations). Respondents are advised in the introduction to Part B of each survey form that if they check the "Not Appropriate" or "Don't Know" response in the "Appropriateness" column, they should not check any response in the "Performance" column opposite it.

Sampling. If the total number of persons in a response category is small, then it is recommended that all persons in the category complete the survey. On the other hand, if the number is large, then a random

or stratified random sample may be sufficient. For example, the opinions of one hundred randomly selected teachers may safely be considered to be representative of the whole teaching staff. On the other hand, some school systems who have participated in the CEDSS process have sought the involvement of every person in the system and distributed questionnaires accordingly.

Using the Surveys: A Description of Items

Part A

For each survey form, Part A elicits general information about the respondent. An "Other" category allows for respondents not already precategorized. Note the provision for a "Survey Number". The number must be repeated on page 6 since two computer cards are needed for each form, and both must bear the same number. Since the survey number can be up to six digits in length, it can also be used, if desired, to identify responses from particular schools, families of schools, or areas. This method of identifying responses can be extremely useful when follow-up letters are needed. If no such breakdown of data is required, it will be sufficient to simply number the questionnaires consecutively. In either case, a commercial numbering stamp which allows for a set of digits to be repeated will be very useful.

Part B

Part B consists of a series of statements of role expectations held for teachers. Respondents are asked to indicate the appropriateness of each expectation and also the level of performance of incumbents in that role. As mentioned earlier, the lists have been drawn from Ministry of Education, teacher federation, and school board documents. A general description of each of the subsections in the survey is provided below:

1. "The Teacher and the Classroom". This section deals with classroom routines, with program organization, and with the teacher's relatonships with students and parents. It is the longest section in the survey and reflects the fact that the teacher's primary responsibility is to students and the teaching-learning process.

2. "The Teacher and the School". In this section, aspects of the teacher's relationships to the institution in which he or she works are considered.

3. "The Teacher Beyond the School". The teacher's relationships with the school board, the Ministry of Education, and the public at large are briefly explored in this section.

4. "The Teacher as a Professional". Aspects of the teacher's professional behaviour beyond those which were examined in the previous sections are dealt with here.

5. "The Teacher and Catholic Education" (in the separate school teachers' survey only). This section concentrates on the teacher's commitment in his or her faith in the context of his or her teaching duties.

6. "Comments". On the last page of each survey form a space is provided for comments. Respondents are invited to comment upon any aspect of the teacher's role which they feel has not been dealt with adequately in the survey. The comments, although unstructured, frequently provide useful data which both refine and augment the data gathered by the structured part of the survey.

Optional Identification to Permit Interviews

Many systems using survey forms have found it useful to interview a number of respondents. Sometimes, the interview is used as a substitute for the completion of the written survey although the interviewer may choose to use the printed form as an interview guide. At other times, the interview is used to explore in depth a response or comment which has appeared on the written form thus eliciting information which would be almost impossible to obtain otherwise.

If the interview procedure is adopted, it will be useful to add to the bottom of the last page of the survey form a sentence reading: "If you would consent to be interviewed in connection with your responses on this survey, please sign below." Spaces should be left for name, address, and phone number.

The use of interviews is strongly recommended, especially since there seems to be a general feeling of disenchantment with surveys and questionnaires throughout many areas of the province. Further information about interviewing may be found in Part 3 of this guide.

Data-Analysis Procedures

The statistical program which will be most useful in analysing the data gathered by the survey forms are documented in the Statistical Package for the Social Sciences (SPSS). The programs will yield uncomplicated frequency and percentage tables and will also identify the mean, median, mode, and range.

The use of these terms may be best explored by referring to a set of scores. Suppose these are 8, 12, 12, 15, 16, 17, 18. From these, the following statistics may be computed (numbers in brackets are the "answers"):

a) mean - the arithmetical average (14)

b) median - the numerical value of the middle case once all the cases have been rank-ordered from highest to lowest (15)

c) mode - the value of the variable which occurs most often (12)

d) range - the minimum value subtracted from the maximum (10): sometimes this is expressed by stating lowest and highest values (e.g., the range is from 8 to 18).

Another useful feature of SPSS is its Crosstabs option which displays parallel lines of data for each of SPSS is its Crosstabs option which displays parallel lines of data for each of the response categories.

Checklist for the Review Process

The following checklist is a guide to some of the basic steps which should be considered when undertaking role reviews.

	Step	Check
1.	Communicate to the school system the intention to undertake role reviews.	_____
2.	Consider applications for and/or appointments to positions on the role review committee. Ensure representation from groups to be surveyed.	_____
3.	Decide upon specific goals of the role review committee. Decide upon what data shall be collected, how it will be analysed, the format of the final report, and what follow-up should be planned.	_____

4. Communicate results of Step 3 to all participants in the system. _____

5. Plan and communicate the time-lines of the review. _____

6. Design appropriate data-gathering instruments, or use existing survey forms, modifying them if necessary. _____

7. Compile careful instructions for completing and returning the surveys. Ensure anonymity and confidentiality. Set specific data for return. _____

8. Decide which questionnaires (interviews) will be completed by which respondents. If sampling procedures are to be used, draw representative samples. _____

9. Distribute and collect surveys. Follow up to secure missing data where possible. _____

10. Conduct follow-up interviews. _____

11. Compile and analyse data. _____

12. Prepare preliminary report. _____

13. Check findings with representative groups. _____

14. Prepare final report. _____

15. Begin action stage based upon findings of the review (e.g., establish program committees and plan professional development activities). _____

PART 2: REVISING THE ROLE REVIEW SURVEYS

In their present format, the teachers'-role review surveys elicit information which will provide a comprehensive but general overview of the roles of teachers in a school system. Should more specific information be desired, some revision of the forms will be necessary. Suggested procedures for accomplishing this task are outlined below.

Basis for Revision

The four subsections (five for separate school teachers) into which Part B of each survey form is organized provide a useful framework for data collection. The "Comments" section at the end of the survey provides space for additional information. It is suggested that this basic framework be retained and additions or deletions be made within it unless a completely new category of expectations is created.

Earlier it was suggested that the surveys be examined carefully to determine whether any of the existing role statements should be deleted. The criteria for deletion, and also for inclusion of new items, are basically the same - utility and clarity. Items being considered for inclusion in the surveys should be carefully evaluated to determine if and how the information elicited will be used. If the utility of the information is in doubt, the item should be omitted. If an item is to be included it must be evaluated for clarity. If it is not easily understood, it should be reworded.

Role review committees are advised not to add gratuitously to the survey items since many educators have developed a strong resistance to what they consider to be unnecessary paperwork. Consequently, revisions and additions to the existing items should be made with specific purposes in mind. For example, new items may be created based on a school system's job descriptions or may be drawn from policy statements for its teaching staff, if such documentation exists. If information of a less specific nature is desired, a series of general questions may be provided at the end of the survey form. These may be set up for computerized scoring or left open-ended. In the latter instance, responses must be tabulated manually.

Steps in Revision

Once a decision has been made to add new items to the survey form, those items should be pilot-tested to make sure that they are easily understood and that they yield the type of information desired. During field tests of the present survey form, respondents were asked to rate each item according to four criteria:

- relevance - Is the role description an accurate expectation of one aspect of teacher behaviour?
- clarity - Is the description easily understood?
- focus - Can only one meaning be inferred from the description?
- specificity - Does the description apply to a specific rather than a general activity?

The first two criteria emerged as being the most crucial, and it is strongly recommended that items developed by a school system be field-tested to ensure that at least those two criteria are met. This may well involve more than one field trial.

PART 3: SUPPLEMENTARY PROCEDURES

Individual Interviews

Although questionnaires can provide a great deal of data quickly, interviews are a superior method of obtaining detailed information and reactions. Therefore it is recommended that a small sample of each category of respondent to the teacher-role review survey be selected for interviewing. The selection may be made randomly; alternatively the selection may be made from among those respondents who identified themselves in the area provided at the end of the questionnaire.[3]

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3. This procedure was discussed on page 12 under the section entitled "Optional Identification to Permit Interviews".

These persons can be interviewed with direct reference to their completed survey forms and can be asked to elaborate upon selected responses.

In the interview situation a leading question might be: "The survey form has outlined several major role responsibilities. Are these comprehensive, or do you think that there are important areas which have not been covered?" If the respondent indicates that important areas have been neglected these areas should be explored with respect both to their general appropriateness and to the level of performance of the role incumbents in them. Following this, the items on the survey form may be used as discussion points. If completed surveys have already been tabulated, items showing convergence or divergence of opinion will make excellent discussion points. All individual responses from the interviews should be kept confidential, but a summary of them should be returned to the role review committee for inclusion in its report.

Group Interviews

Group interviews provide a valuable type of data which seems to emanate only from group discussion. Participants in such groups can be drawn from one or several categories of respondents. The discussion can focus on the items on the survey form or on the analysis of the data which emerge from it. The group should include no more than eight persons or it will be difficult to involve all members in the discussion.

Other Data Sources

Most school systems who participate in the CEDSS process use surveys and interviews as their major data sources. Occasionally, boards request interested individuals or groups to make written submissions. If written submissions are requested, the aspects of the teacher's role to be addressed should be specifically noted and not left to the discretion of the writer.

PART 4: WRITING THE ROLE REVIEW REPORT[4]

Once the data have been collected, analysed, and verified, the findings must be documented in a report. The report may be organized into five major sections: Introduction, System Data, Survey Data, Conclusions and Recommendations, and Suggestions for Implementation Strategies.

1. "Introduction". This section of the report includes background information about the review process. A short description of the organization of the role review committee and a brief account of how the committee collected and analysed the date may be included.

2. "System Data". This section of the report should include information about the numbers and deployment of teaching personnel within the system. If policy statements about teachers or job descriptions exist, they could be included in an appendix to the body of the report.

3. "Survey Data". Data from the role review surveys should follow the presentation of system data. Since Part A of each survey form contains information related to the whole system, it provides a good link between system data and survey data. The subsections in the general organization of Part B of the survey form provide a format for organizing this part of the report.

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4. Authors of such reports should also consult Co-operative Evaluation and Development of School Systems: A Manual for Implementation (Toronto: Ministry of Education, Ontario, 1981), pp. 30-33.

Discussion of the data in each subsection may lead to the presentation of one or more recommendations. Some authors prefer to place these close to the data upon which they are based; others prefer to follow each presentation of data with a general discussion only, leaving the more detailed discussion and its subsequent recommendations until the final section of the report.

4. "Conclusions and Recommendations". The importance of the Conclusions and Recommendations section of the report must be emphasized since many readers will concentrate their attention only on this section.

   It is recommended that this section contain a brief summary of the most important findings of the survey and, if it seems useful, a further discussion of the data. This discussion should lead logically to certain conclusions and recommendations. If the recommendations have been presented in the body of the text, they should be collected and summarized here. It may also aid the reader if the recommendations are organized and categorized according to whoever has the responsibility for acting upon them. For example, certain recommendations may be directed to the attention of the local teachers' federations, the principals' associations, the supervisory officers, or the board.

5. "Suggestions for Implementation Strategies". Many co-operative evaluations have never moved beyond the recommendation stages. It is valuable therefore for the role review committee to conclude its report with suggestions for implementing its recommendations. While this is often a difficult task, it can result in the enacting of those changes which co-operative evaluations invariably identify as desirable.

There are many types of report formats. That which is outlined above is fairly standard. Occasionally, CEDSS project co-ordinators specify a uniform format to be used by all subcommittees, especially when there are a number of sub-reports which must be amalgamated in a final report. When a set format is used it should be identified at the beginning of the review process.

SECTION 3

Role Review Surveys
— Public School Principal
— Separate School Principal
— Superintendent of Schools

ROLE REVIEW SURVEY:

THE PUBLIC SCHOOL TEACHER

Introduction

At the present time your school system is reviewing many aspects of its operation. This survey form has been designed to gather some information about the role of the classroom teacher. Its use may be supplemented by interviews with a selected sample of respondents. Information from the surveys will be used to prepare a report, a copy of which will be made available to schools.

Your co-operation in completing this survey will be greatly appreciated. Confidentiality is assured and you are not required to identify yourself. Please note that on the last page there is room for general comments and you are encouraged to make them. The heading "Column" and the numerals under it are to assist in the computer analysis of the data.

Thank you for your assistance.

Card 1
(T)

Directions

Please complete this survey by checking [✓] the appropriate response.

If you are a teacher, complete the survey with reference to yourself.

If you are a principal or vice-principal, complete the survey with reference to the teachers, generally, on your staff.

If you are a supervisory officer or hold another position in the school system, complete the survey with reference to the teachers, generally, whom you contact in your work.

Survey Number

_____ (2-7)

PART A: GENERAL INFORMATION

Please indicate your position.

Teacher	1.	[ ]
Principal/Vice-Principal	2.	[ ]
Supervisory Officer	3.	[ ]
Other _____ (Please state)	4.	[ ]

(8)

Please indicate panel, where applicable.

Elementary	1.	[ ]
Secondary	2.	[ ]
Both elementary and secondary	3.	[ ]

(9)

Column

If you are a teacher, please indicate the division in which the majority of your teaching time is spent. If your teaching time is evenly split between two divisions, indicate both divisions.

Primary (K-3)	1. [ ]	(10-11)
Junior (4-6)	2. [ ]	
Intermediate (7-10)	3. [ ]	
Senior (11-13)	4. [ ]	

If you are a teacher, is your teaching concentrated in one or two subject areas?

Yes	1. [ ]	(12)
No	2. [ ]	

If your teaching is concentrated in one or two areas, please indicate the areas.

Art	01. [ ]	(13-14)
Business Subjects	02. [ ]	(15-16)
English, Language Arts	03. [ ]	
Family Studies, Home Economics	04. [ ]	
Geography	05. [ ]	
History, Social Sciences, Social Studies	06. [ ]	
Library	07. [ ]	
Mathematics	08. [ ]	
Modern Languages	09. [ ]	
Music	10. [ ]	
Physical Education, Health	11. [ ]	
Science	12. [ ]	
Special Education	13. [ ]	
Technical Subjects	14. [ ]	
Other _____ Please state	15. [ ]	

Column

PART B

This survey contains items related to several aspects of the teacher's role. For each item, indicate (a) how appropriate you feel the task is to the teacher's role, and (b) how well you perceive that task is being performed.

If you check the "Not Appropriate" or "Don't Know" response in the "Appropriateness" column, do not check the "Performance" rating opposite it.

It is not assumed that all respondents will be equally familiar with every aspect of the teacher's role. Thus, "Don't Know" responses are quite acceptable.

ITEM	RATING SCALES: Appropriateness				Performance				Column
	Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	
THE TEACHER AND THE CLASSROOM									
The Teacher									
1. Utilizes long-range plans or course outlines which include learning objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(17-18)
2. Plans carefully for daily lessons	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(19-20)
3. Motivates students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(21-22)
4. Uses language in instruction that is appropriate for the students being taught	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(23-24)
5. Demonstrates clarity in presentation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(25-26)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
6. Modifies teaching strategies and resources to accommodate individual differences in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(27-28)
7. Provides opportunities for all students to participate in classroom learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(29-30)
8. Maintains student interest through the use of varied and imaginative learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(31-32)
9. Has a good knowledge of subject matter	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(33-34)
10. Has a good knowledge of Ministry and board curriculum guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(35-36)
11. Establishes effective procedures for handling classroom routines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(37-38)
12. Establishes reasonable classroom rules which are enforced in a positive manner	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(39-40)
13. Keeps students involved in purposeful learning activity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(41-42)
14. Organizes displays, equipment and materials for efficient use	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(43-44)
15. Conducts classes in accordance with a timetable which is accessible to students, parents, school staff and administrators	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(45-46)
16. Attempts to make the classroom environment healthy and safe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(47-48)

ITEM	RATING SCALES: Appropriateness				Performance				Column
	Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	
The Teacher									
17. Diagnoses student difficulties and makes appropriate changes in program and teaching-learning strategies where necessary	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(49-50)
18. Monitors the progress of individual students through a variety of means, including daily checking of student work, observation, anecdotal records and testing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(51-52)
19. Obtains assistance for students whose learning needs cannot be fully met with classroom resources	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(53-54)
20. Maintains accurate and comprehensive records of student progress, and other records as required by the Ministry and the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(55-56)
21. Reveals information about students only to those entitled to it	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(57-58)
22. Encourages a love of learning in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(59-60)
23. Helps students develop positive standards for personal and social conduct	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(61-62)
24. Is considerate, just and respectful in dealing with students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(63-64)
25. Is respected by students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(65-66)
26. Is open to student questions, requests, suggestions, criticisms and confidences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(67-68)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
27. Communicates student progress to parents clearly and regularly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(69-70)
28. Is accessible to parents for discussion of matters related to students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(71-72)

Card 2 (I)

Survey Number _____ (2-7)

THE TEACHER AND THE SCHOOL

The Teacher									
29. Carries out assigned duties efficiently and effectively	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(8-9)
30. Contributes to the extra-curricular activities of the school	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(10-11)
31. Adheres to and supports school rules	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(12-13)
32. Participates in school-sponsored activities and events	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(14-15)
33. Fulfils responsibilities with respect to punctuality and attendance	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(16-17)
34. Participates in professional activity days	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(18-19)

ITEM	RATING SCALES — Appropriateness: Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance: High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
35. Assists in the selection, arrangement and correlation of subject matter and learning materials	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(20-21)
36. Submits teaching plans to the principal or supervisory officer on request	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(22-23)
37. Contributes to co-operative and co-ordinated effort among staff	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(24-25)
THE TEACHER BEYOND THE SCHOOL									
The Teacher									
38. Provides accurate information to the public about educational activity, when the occasion to do so arises	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(26-27)
39. Abides by the terms of the teachers' contract	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(28-29)
40. Recognizes the legal authority of the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(30-31)
41. Co-operates with the educational authorities to improve education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(32-33)
42. Plans and implements programs consistent with board and Ministry guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(34-35)
43. Uses approved texts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(36-37)
44. Complies with provincial statutes and regulations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(38-39)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
THE TEACHER AS A PROFESSIONAL									
The Teacher									
45. Strives for continued improvement through participation in professional growth activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(40-41)
46. Demonstrates behaviour based on a positive code of personal and professional ethics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(42-43)
47. Presents a positive image of teachers to the public-at-large	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(44-45)
48. Willingly contributes a professional opinion on educational matters when there is occasion or need to do so	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(46-47)
49. Respects the policies of teachers' professional organizations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(48-49)

COMMENTS

Please comment on any aspect of the teacher's role which you feel has not been dealt with adequately in this survey.

Thank you for your cooperation.

ROLE REVIEW SURVEY:

THE SEPARATE SCHOOL TEACHER

Introduction

At the present time your school system is reviewing many aspects of its operation. This survey form has been designed to gather some information about the role of the classroom teacher. Its use may be supplemented by interviews with a selected sample of respondents. Information from the surveys will be used to prepare a report, a copy of which will be made available to schools.

Your co-operation in completing this survey will be greatly appreciated. Confidentiality is assured and you are not required to identify yourself. Please note that on the last page there is room for general comments and you are encouraged to make them. The heading "Column" and the numerals under it are to assist in the computer analysis of the data.

Thank you for your assistance.

Card 1
(T)

Directions

Please complete this survey by checking [✓] the appropriate response.

If you are a teacher, complete the survey with reference to yourself.

If you are a principal or vice-principal, complete the survey with reference to the teachers, generally, on your staff.

If you are a supervisory officer or hold another position in the school system, complete the survey with reference to the teachers, generally, whom you contact in your work.

Survey Number

_____ (2-7)

PART A: GENERAL INFORMATION

Please indicate your position.

Teacher	1.	[ ]
Principal/Vice-Principal	2.	[ ]
Supervisory Officer	3.	[ ]
Other _____	4.	[ ]
Please state		

(8)

Please indicate panel, where applicable.

Elementary	1.	[ ]
Secondary	2.	[ ]
Both elementary and secondary	3.	[ ]

(9)

Column

If you are a teacher, please indicate the division in which the majority of your teaching time is spent. If your teaching time is evenly split between two divisions, indicate both divisions.

Primary (K-3)	1. [ ]	
Junior (4-6)	2. [ ]	
Intermediate (7-10)	3. [ ]	(10-11)
Senior (11-13)	4. [ ]	

If you are a teacher, is your teaching concentrated in one or two subject areas?

Yes	1. [ ]	(12)
No	2. [ ]	

If your teaching is concentrated in one or two areas, please indicate the areas.

Art	01. [ ]	(13-14)
Business Subjects	02. [ ]	(15-16)
English, Language Arts	03. [ ]	
Family Studies, Home Economics	04. [ ]	
Geography	05. [ ]	
History, Social Sciences, Social Studies	06. [ ]	
Library	07. [ ]	
Mathematics	08. [ ]	
Modern Languages	09. [ ]	
Music	10. [ ]	
Physical Education, Health	11. [ ]	
Religion	12. [ ]	
Science	13. [ ]	
Special Education	14. [ ]	
Technical Subjects	15. [ ]	
Other _____ Please state	16. [ ]	

Column

PART B

This survey contains items related to several aspects of the teacher's role. For each item, indicate (a) how appropriate you feel the task is to the teacher's role, and (b) how well you perceive that task is being performed.

If you check the "Not Appropriate" or "Don't Know" response in the "Appropriateness" column, do not check the "Performance" rating opposite it.

It is not assumed that all respondents will be equally familiar with every aspect of the teacher's role. Thus, "Don't Know" responses are quite acceptable.

ITEM	RATING SCALES: Appropriateness				Performance				Column
	Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	
THE TEACHER AND THE CLASSROOM									
The Teacher									
1. Utilizes long-range plans or course outlines which include learning objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(17-18)
2. Plans carefully for daily lessons	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(19-20)
3. Motivates students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(21-22)
4. Uses language in instruction that is appropriate for the students being taught	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(23-24)
5. Demonstrates clarity in presentation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(25-26)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
6. Modifies teaching strategies and resources to accommodate individual differences in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(27-28)
7. Provides opportunities for all students to participate in classroom learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(29-30)
8. Maintains student interest through the use of varied and imaginative learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(31-32)
9. Has a good knowledge of subject matter	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(33-34)
10. Has a good knowledge of Ministry and board curriculum guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(35-36)
11. Establishes effective procedures for handling classroom routines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(37-38)
12. Establishes reasonable classroom rules which are enforced in a positive manner	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(39-40)
13. Keeps students involved in purposeful learning activity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(41-42)
14. Organizes displays, equipment and materials for efficient use	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(43-44)
15. Conducts classes in accordance with a timetable which is accessible to students, parents, school staff and administrators	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(45-46)
16. Attempts to make the classroom environment healthy and safe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(47-48)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
17. Diagnoses student difficulties and makes appropriate changes in program and teaching-learning strategies where necessary	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(49-50)
18. Monitors the progress of individual students through a variety of means, including daily checking of student work, observation, anecdotal records and testing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(51-52)
19. Obtains assistance for students whose learning needs cannot be fully met with classroom resources	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(53-54)
20. Maintains accurate and comprehensive records of student progress, and other records as required by the Ministry and the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(55-56)
21. Reveals information about students only to those entitled to it	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(57-58)
22. Encourages a love of learning in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(59-60)
23. Helps students develop positive standards for personal and social conduct	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(61-62)
24. Is considerate, just and respectful in dealing with students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(63-64)
25. Is respected by students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(65-66)
26. Is open to student questions, requests, suggestions, criticisms and confidences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(67-68)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
27. Communicates student progress to parents clearly and regularly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(69-70)
28. Is accessible to parents for discussion of matters related to students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(71-72)

Card 2 (1)

Survey Number _____ (2-7)

THE TEACHER AND THE SCHOOL

The Teacher									
29. Carries out assigned duties efficiently and effectively	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(8-9)
30. Contributes to the extra-curricular activities of the school	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(10-11)
31. Adheres to and supports school rules	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(12-13)
32. Participates in school-sponsored activities and events	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(14-15)
33. Fulfils responsibilities with respect to punctuality and attendance	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(16-17)
34. Participates in professional activity days	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(18-19)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
35. Assists in the selection, arrangement and correlation of subject matter and learning materials	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(20-21)
36. Submits teaching plans to the principal or supervisory officer on request	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(22-23)
37. Contributes to co-operative and co-ordinated effort among staff	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(24-25)
THE TEACHER BEYOND THE SCHOOL									
The Teacher									
38. Provides accurate information to the public about educational activity, when the occasion to do so arises	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(26-27)
39. Abides by the terms of the teachers' contract	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(28-29)
40. Recognizes the legal authority of the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(30-31)
41. Co-operates with the educational authorities to improve education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(32-33)
42. Plans and implements programs consistent with board and Ministry guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(34-35)
43. Uses approved texts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(36-37)
44. Complies with provincial statutes and regulations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(38-39)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
THE TEACHER AS A PROFESSIONAL									
The Teacher									
45. Strives for continued improvement through participation in professional growth activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(40-41)
46. Demonstrates behaviour based on a positive code of personal and professional ethics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(42-43)
47. Presents a positive image of teachers to the public-at-large	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(44-45)
48. Willingly contributes a professional opinion on educational matters when there is occasion or need to do so	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(46-47)
49. Respects the policies of teachers' professional organizations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(48-49)
THE TEACHER AND CATHOLIC EDUCATION									
The Teacher									
50. Fosters an active faith community in the school by									
(a) his/her personal faith commitment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(50-51)
(b) participating in liturgical celebrations and spiritual development activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(52-53)
(c) encouraging student participation in liturgical celebrations and spiritual development activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(54-55)
(d) encouraging prayer-life activities in the school community	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(56-57)

ITEM	RATING SCALES: Appropriateness				Performance				Column
	Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	
The Teacher									
51. Becomes involved when reviews of Catholic practices for the school are being conducted	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(58-59)
52. Contributes to the maintenance of communication between the school and the parish community	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(60-61)
53. Is open to classroom visits by the parish priest or his assistants	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(62-63)
54. Accepts responsibility to teach religious studies, as required	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(64-65)

COMMENTS

Please comment on any aspect of the teacher's role which you feel has not been dealt with adequately in this survey.

Thank you for your cooperation.

ROLE REVIEW SURVEY:

THE SECONDARY SCHOOL TEACHER

Introduction

At the present time your school system is reviewing many aspects of its operation. This survey form has been designed to gather some information about the role of the classroom teacher. Its use may be supplemented by interviews with a selected sample of respondents. Information from the surveys will be used to prepare a report, a copy of which will be made available to schools.

Your co-operation in completing this survey will be greatly appreciated. Confidentiality is assured and you are not required to identify yourself. Please note that on the last page there is room for general comments and you are encouraged to make them. The heading "Column" and the numerals under it are to assist in the computer analysis of the data.

Thank you for your assistance.

Card 1
(T)

Directions

Please complete this survey by checking [✓] the appropriate response.

If you are a teacher, complete the survey with reference to yourself.

If you are a principal or vice-principal, complete the survey with reference to the teachers, generally, on your staff.

If you are a supervisory officer or hold another position in the school system, complete the survey with reference to the teachers, generally, whom you contact in your work.

Survey Number

_____ (2-7)

PART A: GENERAL INFORMATION

Please indicate your position.

Teacher	1.	[ ]
Principal/Vice-Principal	2.	[ ]
Supervisory Officer	3.	[ ]
Other _____ Please state	4.	[ ]

(8)

Please indicate panel, where applicable.

Elementary	1.	[ ]
Secondary	2.	[ ]
Both elementary and secondary	3.	[ ]

(9)

Column

If you are a teacher, please indicate the division in which the majority of your teaching time is spent. If your teaching time is evenly split between two divisions, indicate both divisions.

Primary (K-3)	1. [ ]	(10-11)
Junior (4-6)	2. [ ]	
Intermediate (7-10)	3. [ ]	
Senior (11-13)	4. [ ]	

If you are a teacher, is your teaching concentrated in one or two subject areas?

Yes	1. [ ]	(12)
No	2. [ ]	

If your teaching is concentrated in one or two areas, please indicate the areas.

Art	01. [ ]	(13-14)
Business Subjects	02. [ ]	(15-16)
English, Language Arts	03. [ ]	
Family Studies, Home Economics	04. [ ]	
Geography	05. [ ]	
History, Social Sciences, Social Studies	06. [ ]	
Library	07. [ ]	
Mathematics	08. [ ]	
Modern Languages	09. [ ]	
Music	10. [ ]	
Physical Education, Health	11. [ ]	
Science	12. [ ]	
Special Education	13. [ ]	
Technical Subjects	14. [ ]	
Other _____ Please state	15. [ ]	

Column

PART B

This survey contains items related to several aspects of the teacher's role. For each item, indicate (a) how appropriate you feel the task is to the teacher's role, and (b) how well you perceive that task is being performed.

If you check the "Not Appropriate" or "Don't Know" response in the "Appropriateness" column, do not check the "Performance" rating opposite it.

It is not assumed that all respondents will be equally familiar with every aspect of the teacher's role. Thus, "Don't Know" responses are quite acceptable.

ITEM	RATING SCALES								
	Appropriateness				Performance				
	Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	
THE TEACHER AND THE CLASSROOM									
The Teacher									
1. Utilizes long-range plans or course outlines which include learning objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(17-18)
2. Plans carefully for daily lessons	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(19-20)
3. Motivates students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(21-22)
4. Uses language in instruction that is appropriate for the students being taught	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(23-24)
5. Demonstrates clarity in presentation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(25-26)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
6. Modifies teaching strategies and resources to accommodate individual differences in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(27-28)
7. Provides opportunities for all students to participate in classroom learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(29-30)
8. Maintains student interest through the use of varied and imaginative learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(31-32)
9. Has a good knowledge of subject matter	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(33-34)
10. Has a good knowledge of Ministry and board curriculum guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(35-36)
11. Establishes effective procedures for handling classroom routines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(37-38)
12. Establishes reasonable classroom rules which are enforced in a positive manner	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(39-40)
13. Keeps students involved in purposeful learning activity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(41-42)
14. Organizes displays, equipment and materials for efficient use	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(43-44)
15. Conducts classes in accordance with a timetable which is accessible to students, parents, school staff and administrators	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(45-46)
16. Attempts to make the classroom environment healthy and safe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(47-48)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
17. Diagnoses student difficulties and makes appropriate changes in program and teaching-learning strategies where necessary	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(49-50)
18. Monitors the progress of individual students through a variety of means, including daily checking of student work, observation, anecdotal records and testing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(51-52)
19. Obtains assistance for students whose learning needs cannot be fully met with classroom resources	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(53-54)
20. Maintains accurate and comprehensive records of student progress, and other records as required by the Ministry and the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(55-56)
21. Reveals information about students only to those entitled to it	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(57-58)
22. Encourages a love of learning in students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(59-60)
23. Helps students develop positive standards for personal and social conduct	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(61-62)
24. Is considerate, just and respectful in dealing with students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(63-64)
25. Is respected by students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(65-66)
26. Is open to student questions, requests, suggestions, criticisms and confidences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(67-68)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
The Teacher									
27. Communicates student progress to parents clearly and regularly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(69-70)
28. Is accessible to parents for discussion of matters related to students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(71-72)

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THE TEACHER AND THE SCHOOL

The Teacher									
29. Carries out assigned duties efficiently and effectively	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(8-9)
30. Contributes to the extra-curricular activities of the school	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(10-11)
31. Adheres to and supports school rules	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(12-13)
32. Participates in school-sponsored activities and events	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(14-15)
33. Fulfils responsibilities with respect to punctuality and attendance	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(16-17)
34. Participates in professional activity days	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(18-19)

ITEM	RATING SCALES: Appropriateness				Performance				Column
	Highly Appropriate	Somewhat Appropriate	Not Appropriate	Don't Know	High Performance	Moderate Performance	Low, or No Performance	Don't Know	
	(4)	(3)	(2)	(1)	(4)	(3)	(2)	(1)	
The Teacher									
35. Assists in the selection, arrangement and correlation of subject matter and learning materials	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(20-21)
36. Submits teaching plans to the principal or supervisory officer on request	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(22-23)
37. Contributes to co-operative and co-ordinated effort among staff	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(24-25)
THE TEACHER BEYOND THE SCHOOL									
The Teacher									
38. Provides accurate information to the public about educational activity, when the occasion to do so arises	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(26-27)
39. Abides by the terms of the teachers' contract	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(28-29)
40. Recognizes the legal authority of the board	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(30-31)
41. Co-operates with the educational authorities to improve education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(32-33)
42. Plans and implements programs consistent with board and Ministry guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(34-35)
43. Uses approved texts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(36-37)
44. Complies with provincial statutes and regulations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(38-39)

ITEM	RATING SCALES: Appropriateness — Highly Appropriate (4)	Somewhat Appropriate (3)	Not Appropriate (2)	Don't Know (1)	Performance — High Performance (4)	Moderate Performance (3)	Low, or No Performance (2)	Don't Know (1)	Column
THE TEACHER AS A PROFESSIONAL									
The Teacher									
45. Strives for continued improvement through participation in professional growth activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(40-41)
46. Demonstrates behaviour based on a positive code of personal and professional ethics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(42-43)
47. Presents a positive image of teachers to the public-at-large	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(44-45)
48. Willingly contributes a professional opinion on educational matters when there is occasion or need to do so	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(46-47)
49. Respects the policies of teachers' professional organizations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(48-49)

COMMENTS

Please comment on any aspect of the teacher's role which you feel has not been dealt with adequately in this survey.

Thank you for your cooperation.